

This is really Activity 5 not Activity #9

## **Activity #9: Creating Portfolios**

### **Section 6: Assessing Children's Writing**

#### **PART 1: DEVELOPING A SYSTEM TO MANAGE PORTFOLIOS**

If you don't have a system in place, you will begin collecting items and end up with a huge pile of papers and no place to put them! Here are some things to think about when you are deciding how to store your portfolios:

- Can it be divided into sections? Dividing the portfolio into time segments helps with organization. It could be divided by 6 weeks or by the month.
- Is it easy to get into when it's time to file items? If not, chances are you won't use it!
- How much storage space will be required to house all the portfolios? Do you have enough space?
- Will it hold everything you want to save for the whole year?
- Is it inexpensive?

#### **Group Activity Directions:**

**Brainstorm portfolios systems and list your ideas below. One example might be to use a large grocery sack for each child's portfolio. Be prepared to share your ideas with the entire group.**

## **PART 2: TRACKING ITEMS YOU ARE COLLECTING FOR THE PORTFOLIO**

Keep in mind that the portfolio is much like a scrapbook for each child. You should be collecting samples of the same type of things periodically throughout the year. A great way to keep track is to make a class portfolio tracking chart that includes the names of the children and the items you wish to collect. Keep it in your lesson plan book and check it off when you obtain the sample. This will help you see which children you haven't collected items from and also which items you may not be consistently collecting. Below is a sample of a class portfolio tracking chart:

### **Class Portfolio Tracking Chart**

**Dates:** \_\_\_\_\_

<b><u>Names</u></b>	<b><u>W</u></b>	<b><u>LL</u></b>	<b><u>M</u></b>	<b><u>LK</u></b>	<b><u>PA</u></b>	<b><u>AN</u></b>	<b><u>A</u></b>	<b><u>WR</u></b>		

*Key: W—Writing; LL—Language/Literacy; M—Math; LK—Letter Knowledge; PA—Phonological Awareness; AN—Anecdotal Notes; A—Art; WR—Web Reports*

Another idea is to make a portfolio checklist for each child and attach it to the front of the portfolio. Date or check off the items as you collect them and put them in the portfolio. Look at the portfolio checklist in the CIRCLE manual (English-pg. 42; Bilingual-pg. 39)

#### **Group Activity Directions:**

Brainstorm ideas for tracking information collected for portfolios and list your ideas below. Be prepared to share your ideas with the entire group.

### **PART 3: ITEMS TO COLLECT FOR PORTFOLIOS**

Samples from across all cognitive domains should be included—not just art and writing! Items should be collected to document growth in the following domains:

- **Math**
- **Language/Literacy**
- **Writing**
- **Letter Knowledge**
- **Phonological Awareness**
- **Art**
- **Web Reports**
- **Anecdotal notes**

Other items that might also be included are:

- family information
- formal assessments
- checklists
- fine motor skills
- parent conference notes
- activity charts (where a child spends his time during centers)

#### **Group Activity Directions:**

**Brainstorm ways to collect items for each of the above categories to put in a portfolio and list them below. For example, you might take a picture of a child making a pattern with blocks and use that to document math skills in the portfolio. Be prepared to share your ideas with the entire group.**